The Publication Process

Media and Information Services: What We Do

We offer a number of publication services:

- Coordinating and tracking the OERI media products plan;
- Planning and designing manuscripts;
- Writing;
- Editing;
- Typesetting and layout;
- Designing and graphics;
- Printing; and
- Distribution.

MIS provides customer service in two areas: publication services, including reviews, edits, and production assistance; and outreach services, including development and implementation of dissemination strategies through multimedia products, mass mailings, conferences, exhibits, and meetings.

The Author

Authors and project officers handling contract reports are responsible for quality and accuracy.

But they also have another specific charge: to make sure their manuscripts are complete and have received the required approvals (e.g., POC review, peer review, adjudication, assistant secretary's approval). Changes made beyond this point cost time and money. If you are not through developing manuscripts when you submit them to MIS, the manuscripts have no business in MIS. For details on what you should do before submitting a manuscript or disk for typesetting to MIS, see the checklist on page 15. For details on no edit or camera copy submissions, see checklist on page 16. For details on electronic desktop publishing submissions, see checklist on page 16. For details on submitting negatives, see checklist on page 17. No changes will be made after editing.

Tip box

No changes will be made after editing.

The Editor

Editor's primary task is reviewing the manuscript for format and consistency, not accuracy of data. He or she makes sure that:

- manuscripts are complete;
- manuscripts are organized;
- basic writing mechanics (e.g., grammar, punctuation) are correct;
- content is objective;
- transitions between sections are logical;
- format, titles, and references are consistent;
- usage of numbers is consistent from one part to the next; and
- language is clear and direct.

Editors spot check addition in tables and consistency between data in tables and data in other parts of the manuscript. However, MIS editors are not responsible for the accuracy of data; this responsibility lies with authors and their program offices.

When preparing your manuscript, please refer to the checklists on page 15 and 16, or call us if you have any questions.

MIS will perform preliminary edits upon request, with return of the edited manuscript constituting completion of the job.

Tip box

MIS editors are not responsible for the accuracy of data; this responsibility lies with authors and their program offices.

Editing Levels

The following are the different degrees of examination an editor might give to a manuscript. If no specific level is requested, an editor will automatically do a light edit. If a more substantive edit seems necessary, the editor will point out to the author the problems and possible solutions and will make the extra changes if this is appropriate.

Light Edit (Level 1)

Editor will correct for

- grammar,
- punctuation,
- spelling,
- capitalization, and
- format consistency.

Moderate Edit (Level 2)

Editor will correct for everything in level 1, plus

- adherence to OERI style,
- logic,
- wordiness,
- transitions,
- consistency of data,
- references,
- passive voice, and
- simple format design.

Substantive Edit (Level 3)

Editor will correct for everything in levels 1 and 2 and will

- reorganize, if necessary,
- rewrite whole paragraphs or parts of sections,
- write introductions, transitions, conclusions, and summaries, and
- design the complete manuscript.

No Edit

Occasionally a program office will request that a manuscript receive no edits from MIS staff. The program office will deliver camera copy of these manuscripts to MIS. An editor will still examine the manuscript to be sure its section titles agree with the table of contents, the manuscript is paginated and single spaced, copy is crisp, and cover art is completed. All normal administrative steps will be followed.

Other Steps

Whatever level of edit a manuscript receives, it must also go through a number of administrative and production phases. How many and what kind depend on the type of publication, its priority, its audience, its cost, and other factors. These steps together usually take longer than the editing itself.

Administrative steps	*Production steps*
logging and tracking	designing the format
reporting on status	typesetting and layout
developing a dissemination plan	proofing pages
processing printing requests	preparing finished graphics and cover art
disseminating the printed piece	proofing camera copy
	assembling and folioing final camera art

The Editor and the Author

After editing your manuscript, the editor will go over it with you, reviewing the editorial suggestions and revisions.

If you are word-processing camera copy, you will be involved until you deliver the final copy to MIS. If your manuscript is being typeset, usually the last time you see it will be as camera copy, when you will proofread and sign off on the final product.

However, since editors are responsible for all phases of manuscript production, you may call your editor at any point for an update on your manuscript's progress.

A series of steps occurs:

❋ you resolve all questions with the editor;

❋ you take the manuscript and have the changes made on your disk;

❋ you return the marked manuscript and a clean printout, along with the corrected disk or camera copy to the editor;

❋ the editor will have camera copy made of your manuscript (unless you are to provide such copy); and

❋ the editor will get the manuscript printed.

How Long Does It Take?

The two categories listed below reflect best estimates of times required for MIS to prepare publications, CD-ROMs, and other products for the Government Printing Office (GPO) to produce them. The first category is the average time for production and the second reflects the time it could take, if problems occur or other emergency products require the time of MIS staff, GPO representatives, or contract printers/ product makers.

These are not hard deadlines, but guidelines . Every project is unique, with unique opportunities and problems requiring individual attention. In general, products with the fewest requirements will be the quickest completed. (Examples of situations requiring extra time: disks that won't open, fonts that are missing, or contain unnecessary files;* camera copy that is faded or has wrong or missing page numbers; and drafts that require heavy editing, typesetting, special covers, artwork, or other services).

	Category 1 (average)	Category 2 (average)*
Publications of 50 pages or fewer:		
Camera copy/1 color	4–6 weeks	7–10 weeks
Camera copy/2 color	5–7 weeks	8–11 weeks
On disk/No edit *	5–7 weeks	8–11 weeks
Light edit/1 color	5–7 weeks	8–11 weeks
Light edit/2 colors	6–8 weeks	8–12 weeks
Publications of more than 50 pages:		
Camera copy/1 color	5–7 weeks	7–10 weeks
Camera copy/2 color	6–8 weeks	8–10 weeks
On disk/No edit *	6–8 weeks	8–11 weeks
Light edit/1 color	6–8 weeks	8–11 weeks
Light edit/2 colors	7–8 weeks	9–13 weeks
CD-ROMs	5–8 weeks	7–14 weeks

Tip box

> Keep time-critical publications on track. When one arrives late in MIS, OERI bears extra production and printing costs caused by the delay. Even with additional funds, MIS may not be able to make up lost time on late manuscripts, especially when other OERI priority publications must go out on schedule.

Preparing the Publication

Introduction

The Preparing the Publication section deals with the process of preparing a written work for publication. It defines the roles of author and editor, provides checklists of recommended steps generally used during that process, discusses the structure and order that publications should follow, and provides options for preparing a work for printing by the Government Printing Office (GPO).

It does not try to cover all possible options, nor does it include everything needed to produce a publication. Each publication is unique, with special requirements that cannot be summarized in a single paragraph or checklist. This section is designed merely as a starting point. Policies and procedures for development of the Media Products Plan, procedures for posting information on the Department's Web site, production procedures that are subject to frequent change, and publication policies covered in other resource materials are not included. Neither is the process for obtaining clearances for publications prior to editing or printing (e.g., adjudicaton or POC review).

Many current procedures not covered in this section can be found in the Policy and Procedures for OERI Media Products . A copy is available from any media products team member or from MIS.

All requests to MIS for products or services should be accompanied by a red-bordered Media Product Clearance Form, with all the necessary signatures. All required substantive reviews must be completed and incorporated in the work. NCES authors must include the adjudication form certifying that all reviews are completed. The adjudication form should include the complete title of the publication as it is to appear on the cover, including capitalization and punctuation.

The section includes two checklists, and four brief overviews of specific aspects of the process of publication development and production.

Submitting a Manuscript to MIS is a checklist for authors who are requesting a light or moderate edit from MIS. Submitting a Completed Publication to MIS is a checklist for production of printed camera copy or electronic disk materials for direct submission to GPO for printing. This checklist is designed primarily for publications that require no edits by MIS, but it also should be used by authors of light or moderate edit publications when the author is supplying the publication in final form for printing.

The four overviews, Preparing Computer Disks for Typesetting, Desktop Publishing, Parts of a Book , and Writing Tips , are designed to provide general guidance in four specific areas: giving MIS what we would need to design and typeset your publication, providing tips to authors who are doing their own design and typesetting electronically, clearly listing the parts of a book in the order they are to appear with the proper page numbering for each page, and providing some tips for concise writing.

These sections are new to this edition of the OERI Publications Guide and are not designed to answer every question or cover every aspect of the publications process for each type of publication. We encourage you to make your own notes concerning specific project requirements unique to the work that you are doing.

Submitting a Manuscript to MIS—A Checklist

Review your manuscript against this checklist before submitting it.

Treat like items consistently

- ☐ Cross-check data in bulleted items and text against data in tables and figures.
- ☐ Match chapter, section, table, and figure titles listed in the table of contents with those in the body of the report.
- ☐ Style all heads at a given level the same.
- ☐ Lowercase all table and figure titles, except first word, proper nouns, and first word after colon.

Make manuscript editor-ready

- ☐ Be sure manuscript is clean, unmarked.
- ☐ Provide two double-spaced copies of each report, one for the file and one for the editor, or provide two single-spaced copies of no edit contractor reports.
- ☐ Be sure manuscript is complete and parts are in correct order.
- ☐ Number all pages consecutively, including appendices. Use small Roman numerals (iii, iv, v) for preliminary pages and Arabic numerals for the rest. Number drafts by hand if necessary. Roman numerals "i" and "ii" are reserved for the title page and boiler plate page and are not shown.

Provide a disk for typesetting

- ☐ MIS requires a computer disk containing your manuscript after the editing changes have been made. When submitting camera copy, a disk is not needed, unless MIS is responsible for forwarding it to the Department's Web site.
- ☐ Match disk exactly with submitted manuscript.
- ☐ Make sure all report components are on disk with distinctive file names containing the publication number (e.g., ORAD 1999–1399).

Submitting a Completed Publication to MIS—A

Checklist

Make camera copy ready for printing (in cases where you will make all editing corrections on the disk and print out final copy for printing.)

☐ Leave top and side margins no narrower than 3/4 inch for 8 1/2 x 11 inch reports and 5/8 inch for 6 x 4 inch reports.

☐ Make type size in figures uniform (i.e., make titles the same, labels the same). Use consistent style for all table titles. Reduce actual tables to no more than 8 point type size.

☐ Use the same text typeface throughout. (You may run tables in a different type style, if necessary.)

☐ Number all pages, except i (title page) and ii (boiler plate page); preliminary pages take lowercase Roman numerals, beginning with iii on the third page.

☐ Center page numbers 1/2 inch from bottom of page.

☐ Omit dashes on either side of the page number.

☐ Print out crisp, uniformly inked pages. Use fresh toner if necessary.

☐ Single space paragraphs; double space between paragraphs.

Make desktop publishing disk material ready for printing (in cases where you will make all editing corrections on the disk and request that it be used for output and printing).

☐ Follow checklist for Make camera copy material ready for printing.

☐ Prepare disks using recognized pagination and layout program (e.g., Quark, PageMaker).

☐ Complete GPO Form 952, Desktop Publishing-Disk Information, including a list of all files on disk(s).

☐ Provide two color proofs of the publication as it appears on the disk. An extra black and white copy is also recommended for any prepublication photocopying that may be required to meet needs for copies before the printed publication is delivered, within the 25,000 impression limit required by law.

- [ ] Perform preflight testing or other double-check on the disk and its contents.

Submitting Negatives to MIS—A Checklist

- [ ] Follow checklist for **Make camera copy ready for printing**.
- [ ] Make sure negatives are submitted in proper order and are complete.
- [ ] Submit color separations.
- [ ] Make sure negatives are folioed in the lower right hand corner with a grease pencil. Please check with MIS for current requirements, which are subject to change, before folioing negatives.
- [ ] Submit a hard copy with the negatives.
- [ ] Make sure negatives have registration marks.

Preparing Computer Disks for Typesetting

For all publications that are to be typeset in MIS, submit a hard copy and a disk with the edits incorporated.

The disk should contain *only* the document for the publication and must be a copy; you keep the original disk.

Consolidate the document on one or more disks, if possible, and submit those disks to MIS. Leave graphs on a separate disk when possible. Graphics files should be linked, not imported.

Identify Software

Clearly mark all disks with the name of the software package used (e.g., Microsoft Word). Include the file name(s) for the manuscript. If typesetting is to be done by GPO, include a completed GPO Form 952 for desktop publishing. MIS can supply these forms.

Discard Special Attributes

You must prepare your disk as follows:

- Do not exceed 70 characters per line of type and use no more than 50 lines per page; and

- Use no automatic headers, footers, and page numbering, no underlines or bolding, and no special formatting commands or codes. Use straight text only. Do not indent; do not use bullets.

Mark all bullets, boldfacing, and other special characters on the hard copy of your manuscript where these elements are to appear.

Tables

See Tables on Computer Disk on page 80.

Figures

Figures (graphs and charts) submitted as part of a manuscript must be computer generated. MIS will not accept hand-drawn figures. Submit a graphics disk with the text disk and the manuscript.

Make sure the figures are clearly labeled and are in order. Include the name of the software used.

Newsletters, Brochures, and Other Small Publications

Make each chapter, story, or byline a separate file and name it so it can be easily retrieved. This should be done with any size publication.

Provide a hard copy with the file names listed.

If possible, provide the graphics specialist with suggestions for layout and design (e.g., front page stories, photos, graphics). Small publications often require additional time due to the complexity of the layout.

Tip box

Follow directions carefully to assure that your publication can be typeset.

Desktop Publishing

The Government Printing Office (GPO) is dedicated to providing customers the best possible printing jobs at the lowest possible price, while meeting the customers' deadlines. To do this, GPO must be able to provide usable Electronic Design and Pre-Press (EDPP) files to the printing contractor. This process is commonly referred to as *desktop publishing*. *Desktop publishing* is the production of printed matter by means of a desktop computer having a layout program that integrates text and graphics electronically.

Make sure to use either the Macintosh or Microsoft Windows operating system (OS). If using Macintosh OS, make sure you use system 7.0 or later, and that you use QuarkXPress or Adobe PageMaker for page layout. You may use Adobe Illustrator or Macromedia FreeHand for drawing/illustration, and you may use Adobe Photoshop for image manipulation. When using Windows OS, make sure you use Windows 3.1, 3.11, Windows 95, or Windows NT 3.51 or 4.0; you use QuarkXPress, Adobe PageMaker, or Adobe FrameMaker for page layout; you may use CorelDRAW or Macromedia FreeHand for drawing/illustration; and Adobe Photoshop for image manipulation. Before you use any other programs, you should discuss the project in advance with the editor. Be sure all fonts and other supporting files are on the disk.

After your publication has been completed, submit the diskette to MIS along with the clearance form and the Desktop Publishing Disk Information form (GPO Form 952). Make sure that you or your contractor has completed the Desktop Publishing form in its entirety. Make sure that you have specified everything, such as type of software and fonts used. If there are any graphics in your publication, submit the original graphic files. If colors are used, specify the colors (PMS 225, Pantone 225). Your document should be set up to the final trim size. Examine whether you have any bleeds, and if they extend to approximately 1/8 of inch. Provide two color proofs of the publication as it appears on the disk. An extra black and white copy is also recommended for any prepublication photocopying that may be required to meet needs for copies before the printed publication is delivered, within the 25,000 impression limit required by law. (See checklist on page 16.)

Tip box

For more information on the correct procedures for desktop publishing, please refer to GPO's Guidelines for Preparing and Submitting Electronic Design and Pre-Press Files. This brochure details the procedures for desktop publishing from start to finish. You can find this brochure on the GPO Web site (http://www.gpo.gov).

Parts of a Book

Regardless of their size, most OERI reports contain standard elements listed in order, beginning with the title page:

Pagination

- the preliminary front pages are paginated with lowercase Roman numerals;

- following the preliminary pages, Arabic numbers are used for the rest of the text; and

- odd numbered pages should always be on the right hand page, and even numbered pages on the left hand page.

Title Page

This page is required and is lowercase roman numeral "i" (number is not shown). In addition to the title, this page contains the name of the author or project officer. It may also have a subtitle and artwork.

Back-of-title page

This page is required and is lowercase Roman numeral "ii" (number is not shown). The page contains the masthead showing:

the Department's name,
the Secretary's name and title;

the principal office's name,
the Assistant Secretary's name and title;

the author's office's name,
the Director's name and title;

Media and Information Services
the Director's name and title;

the publication month and year;

a copyright statement; and

a disclaimer, if necessary.

NCES reports also include on this page the statement of purpose from the NCES enabling legislation, the suggested citation, and the content contact. Samples are available from MIS upon request.

Foreword

Optional but recommended. The Foreword should be a short, concise statement of the purpose of the survey or research, its date, and anything particular to it (e.g., that it was jointly sponsored). Pagination usually begins with this section, the first page taking a lowercase Roman numeral "iii."

For annual publications, avoid making the Foreword read like an update of the previous year's. Add a signature block for someone other than the author (e.g., the division director, program director, the assistant secretary).

Preface

Optional (and rare in OERI work). Written by the author, with no signature block. Mainly consists of reasons for undertaking the work and some Acknowledgments. Do not put acknowledgments in a Preface. They belong in the Acknowledgments section, and you should call it that. Pagination is in lowercase Roman numerals.

Acknowledgments

Recommended. Pagination is in lowercase Roman numerals. Acknowledgments can also appear at the end of the book. (See Acknowledgments in part three, the Guide.)

Highlights or Executive Summary

Optional (but required in some NCES reports). This information appears in the front matter, before the Table of Contents. Pagination is in lowercase Roman numerals.

Table of Contents

Required. The Table of Contents (sometimes carried as "Contents") is made up of the first-, second-, and sometimes third-level heads from the report. Contents should match heading styles in language and punctuation and be in outline form (see page 38). Pagination is in lowercase Roman numerals.

When figures and tables are present, add separate lists for them. Capitalize only the first word in a title, except for proper nouns and the first word following a colon. Make sure everything listed conforms to the actual parts of the report and that you update the lists with each editorial change.

Introduction

Optional. The first chapter or section of a report, the Introduction usually sets the background for the ensuing discussion.

The first page of the Introduction is page 1 of the report. All succeeding pages take Arabic numerals.

Text and Headings

The main headings and subheadings reflect the way a report is organized. They create, in effect, an outline of the report.

You should usually provide at least two of each level of heading in a report, just as you should have a "B" for every "A" in an outline.

Listing the headings to form an outline will help in detecting weaknesses in organization or inconsistencies in presentation.

How you identify each level of heading is up to you. Just make sure each level is identified consistently (e.g., all highest level heads may be boldfaced and centered, all second-level heads boldfaced and flush left, all lowest level heads may be run into the first paragraph, in italics, ended by a period [see heading section]).

Keep the headings brief and to the point, and eliminate articles where possible.

Ensure that the text under each heading is appropriate to that heading, and edit to make certain that you eliminate redundancies.

Appendices

Appendices describe the technical aspects of gathering, processing, and presenting research or statistical data. The appendices often include technical notes, methodology, definitions of terms, detailed tables, and questionnaires used in a survey. Number pages consecutively after text, using Arabic numbers.

Other

A report may also contain tables, figures, a bibliography, a notes section, a glossary, an index, and other pieces, depending upon the nature of the report.

Tip box

Listing the headings to form an outline will help in detecting weaknesses in organization or inconsistencies in presentation.

Writing Tips

MIS editors try to preserve your individual writing styles. But we will rewrite to

- reduce wordiness;
- simplify;
- use the active voice; and
- use transitions.

Reduce Wordiness

Don't defeat your purpose by cramming too much into one sentence. Scan your work for sentences that can be broken.

Simplify

Strip sentences of extra words. Replace jargon or complex words. You can be authoritative and formal without resorting to complex or extra words.

Instead of	*Try*
afford an opportunity	allow
there are many students who	many students
during the course of	during
at an early date	soon
by the use of	by
I am of the opinion	I think
raise the question	ask
for a period of 2 years	for 2 years
for the purpose of	for
prior to	before
utilize	use
terminate	end
accompany	go with
accomplish	carry out; do
accordingly	so
accrue	add; gain
accurate	correct; exact; right
a number of	some

Instead of	*Try*
approximately	about
concur	agree
due to the fact that	due to; since

has the capability	can
in lieu of	instead of
on a timely basis	on time

Use the Active Voice

Restore strong verbs to your sentence. Some writers dilute the power of their verbs by changing them to nouns (usually those ending in "ion" or "ment") and inserting less potent verbs. Thus, they will use "make a decision" for "decide," "includes a provision" for "provides," "has influence on" for "influences," "issues a statement" for "states," and so forth. If you try to eliminate "ion" and "ment" from your manuscript, you'll strengthen your statement.

Use Transitions

"Consequently," "in addition," "further," "however," and many words like them are transition words. These words help establish the relationship between ideas, whether the ideas are within a sentence, in several sentences, or in several paragraphs. Two basic rules apply when using transitions: Use them when you need them. Use them properly.

☒ *example 1—without transition words:*

> NCES did not send instructions with the questionnaire to many institutions. The institutions incorrectly filled out the questionnaire. The states gathered the data, mixing the accurate with the inaccurate.

☒ *example 1—with transition words:*

> NCES did not send instructions with the questionnaire to many institutions. As a result, these institutions provided inaccurate information to the states, who then merged this information with accurate data from other institutions.

☒ *example 2—without transition words:*

> We are providing these reports, and Mr. Abalone can obtain further information about OERI surveys.

☒ *example 2—with transition words:*

> We are providing these reports so that Mr. Abalone can obtain further information about OERI surveys.

☒ *example 3—misuse of transition words:*

Senior enrollment in these states increased dramatically. In addition, dropout rates during the school year remained unchanged. Finally, the number of graduates also rose.

☒ *example 3—with appropriate transition words:*

Senior enrollment in these states increased dramatically. Consequently, with the dropout rate remaining unchanged during the school year, the number of graduates also rose.

Use the Active Voice

A passive sentence obscures the doer or actor and is generally less direct and frequently wordier than its active alternative.

☒ *example—active*:

The state agency issued instructions to . . . .

☒ *examples—passive:*

Instructions were issued by the state agency to . . . .
Instructions were issued to . . . .

In the active example, notice how the actor, the state agency, takes the prominent role. Also notice how "issued" is upgraded to serve as the main verb instead of being relegated to the past participle with "were."

Writers may use the passive voice to alter the rhythm in a choppy paragraph, to emphasize the object of the action instead of the actor, or to sidestep the problem of an unknown actor (as in the second passive example). The actor may be a group that is difficult or inappropriate to identify. This is particularly the case in government writing, where the individual writer tends to step back and become part of the larger organizational structure—the survey team, the division, or OERI.

Reserve the use of the passive voice for problem situations like those noted above. Use the active voice at all other times.

Disseminating Your Publication

In addition to printing and producing publications, MIS can help you disseminate your publication to the general public or a target audience through the OERI mailing lists, the U.S. Government Printing Office, and the Consumer Information Center. The Outreach Division of MIS will meet with you to determine the best ways to distribute your publication to your customers.

OERI Mailing Lists

These lists contain the addresses of thousands of schools, libraries, researchers, as well as policymakers, education associations, and media. Outreach staff will help you select appropriate mailing lists for your publication. Authors and program officers also may provide lists for mailing.

Government Printing Office (GPO)

OERI relies on GPO's sales program as an important distribution outlet. Selling a publication through GPO relieves you of the burden of fulfilling orders. Requests can be referred to GPO's order desk. This does not preclude the free distribution on the program's part; it just provides another venue for distribution if the resources you have to support free distribution are limited. Consumers can purchase GPO sales items through the GPO Order Desk, Web site, and 24 bookstores throughout the country. There is no significant cost to the publishing agency. GPO pays to print, warehouse, and mail the publications in its sales program.

GPO marketing staff can assist in planning and implementing special promotions of GPO sales items. The kind of help GPO offers depends on the publication and audience. Below are some of the major services:

- featuring publications in various GPO catalogs, flyers, and online services;
- selling publications at GPO's 24 bookstores throughout the country;
- preparing special promotional pieces that highlight the publication, usually in conjunction with other federal publications on related topics;
- doing targeted mailings of special promotional pieces (for such mailings, GPO often uses its own lists of customers who have purchased publications in appropriate subject areas);
- designing an order blank that can be used in your promotional pieces;
- advising on ways to develop or enhance the marketing plan; and
- conducting customer surveys on selected products.

Consumer Information Center (CIC)

The CIC is a separately funded federal office located in the U.S. General Services Administration. CIC selects federal publications of broad general interest for listing in the free quarterly *Consumer Information Catalog* (approximately 12 million catalogs published each year), promotes them to the media, fills orders, and puts them on the CIC Web site (http://www.pueblo.gsa.gov). Publications in the *Catalog* are available from a single distribution point—Consumer Information Center, Pueblo, Colorado 81009. This is the location of GPO's facility that provides warehousing and distribution services to CIC.

Agencies have three options for distributing publications through CIC:

- CIC can offer a publication free-of-charge to the public, in which case the agency or a private sponsor must pay the distribution cost to CIC (estimated at 55 cents per piece in FY 98); the agency or private sponsor must supply copies to CIC.

- CIC can offer a publication in its 50-cent program. The consumer pays 50 cents for the publication, and that money goes to GPO to cover distribution costs. There is no distribution charge paid by the agency. The agency or private sponsor supplies CIC with copies. (Note that there is a weight limit of 3 ounces for such publications due to postage costs.)

- CIC can offer a publication in the GPO sales program. The agency turns the publication over to GPO, and GPO sets a price to cover printing, postage, and handling costs.

Free publications are most popular. Although demand varies greatly, a free publication listed in the *Consumer Information Catalog* and widely promoted may realize annual distribution of 150,000 copies or more. A popular 50-cent publication may realize annual distribution of 50,000 copies or more. Overall, demand for GPO sales publications is much less—maybe 5,000 annually for a popular title—and CIC is much more selective about distributing them.

NOTE: If a publication is to be disseminated through GPO or CIC, that should be stated on the SF–1 (Printing and Binding Requisition) and the Notification of Intent to Publish (GPO Form 3868). CIC has an agreement with GPO that it will not include any publication in its 50-cent program that is already in the GPO sales program, so it is especially important to let GPO know in advance of printing if a publication has been approved for CIC's 50-cent program.

The Guide

Elements in this section are arranged alphabetically.

Abbreviations and Acronyms

Abbreviations are a short form of a word or phrase used primarily to save space. They

occur most frequently in technical writing, statistical matters, tables, and notes.

Acronyms, like abbreviations, are typed in all capitals and without periods. Acronyms are letters that are pronounced like words.

See Government Printing Office Style Manual *, chapter 9, for rules and extensive examples.*

Spell Out

Spell out the phrase to be abbreviated and follow it with the abbreviation in parentheses. Thereafter, use the abbreviation, eliminating the article in front of the abbreviation where possible.

☒ *examples:*

the National Longitudinal Study (NLS) *or* full-time-equivalent (FTE) staff

Repeat

In long works, repeat full phrase (without abbreviation) at the beginning of major sections of text and the appendix.

See appendix A, page 89, for a list of abbreviations used in OERI products.

Apostrophes

When you use an acronym ending in "s" as a modifier, it is not necessarily a possessive form, so the apostrophe may be omitted.

☒ *example:*

NCES surveys, *not* NCES' surveys *or* NCES's surveys

Articles

If you must precede an acronym with an article, use the one that works with the acronym, not the one required by the written-out term.

☒ *examples:*

"an NCES report," *not* "a NCES report" *but try* "one NCES report" *instead*;
a NASA probe; a SASS report; the SASS data are

Fiscal Year

Spell out the first use of fiscal year in text (note lowercase). From then on, use the shortened version.

☒ *example:*

fiscal year (FY) 1998, *and then* FY 98

Outlying Areas

Abbreviate in tables only two outlying areas:

No. Marianas
Trust Terr. Pac. Is.

Spell out the others:

American Samoa
Guam
Puerto Rico
Virgin Islands

Plural

Make acronyms plural by adding "s" alone.

☒ *example:*

LEAs *not* LEA's

States, DC, NW

Use post office abbreviations for states in addresses. Omit punctuation for NW and its counterparts.

Use full state names in text and in table stubs.

United States

Spell out United States used as a noun; abbreviate it when using it as an adjective.

☒ *example:*

in the United States (noun), *but* U.S. Government (adjective)

Acknowledgments

Note spelling of the word acknowledgments: no “e” follows the “g.”

Keep acknowledgments short and restrict them to persons who made a concrete contribution to the publication.

Include peer reviewers and their affiliations unless they have requested their names not be used. Do not attribute the work of individual OERI personnel in the body of an OERI report.

Omit formal titles (e.g., Mrs., Ms., Dr.).

Capitalization

Capitalization gives distinction, importance, and emphasis only to words when and where it is warranted. In full or short English titles of periodicals, series of publica-

tions, annual reports, historic documents, and works of art, the first word and all important
words are capitalized.

Some languages follow different capitalization rules; for example, in Spanish, the only word that is capitalized is the first.

See Government Printing Office Style Manual *, chapter 3, for rules and extensive examples.*

Lowercase and spell out "figure," "chapter," "table," and "appendix" in text.

For capitalization in figure and table titles, see Figures or Tables.

Capitalize	Do not capitalize
Washington State	state of Washington
United States of America	the nation, a nation, national, federal government, federally
the East	east coast
Western Hemisphere	western United States, western Pennsylvania

Chapter Headings and Subheads

Use chapter headings and subheads in text and contents as specified below.

Capitalize the first letter of the first word and of most words. The exceptions include: articles *a, an,* and *the*; the prepositions *at, by, for, in, of, on, to,* and *up*; the conjunctions *and, as, but, if, or,* and *nor*; and the second element of a compound numeral (example: Twenty-third), which are not capitalized.

Center all chapter and first-level headings; flush left all second-level subheads; and indent third-level subheads a few spaces or run them in the beginning of a paragraph. A third-level subhead that begins a paragraph should end with a period—no period follows if typed on a line by itself. (See examples below.)

When submitting a manuscript to MIS for typesetting, indicate chapter headings and subheads by writing circled letters or numeral designations (A, B, C or 1, 2, 3) in the margin of the manuscript. In the case of electronically generated manuscripts, include generic codes to indicate the various levels.

☒ *examples:*

Chapter heading (centered, bold):

Individual Differences and the U.S. Education System

Level A or 1 (centered, bold):

Field Research and the Topic of Investigation

Level B or 2 (flush left, bold):

Reactions to the Tracking System

Level C or 3 (by itself—flush left, italic, bold; or beginning of a paragraph—italic, bold):

Computers and Individualized Instruction in Elementary Schools

Technological advances are changing the ways schools deal with individual differences.

or

Computers and individualized instruction in elementary schools . Technological advances are changing the ways schools deal with individual differences.

Compound Words

Compound words are sometimes written as solid words, separate words, or hyphenated words. Use an up-to-date dictionary to identify words that are now written as solid or separate words.

See Government Printing Office Style Manual *, chapters 6 and 7, for rules and examples.*

Hyphens

Use restraint in forming hyphenated compounds of words used in normal sequence. For example, do not hyphenate "per capita expenditure," "per pupil expenditures," "high school students," "elementary school grade." (For use of hyphens, see Punctuation-Hyphens.)

Prefixes; Suffixes

Close prefixes and suffixes to words, except where the base word is capitalized (non-Hispanic) or ambiguity is possible (preposition, resort or pre-position, re-sort).

Make one word a compound beginning with	or one ending with
co	like
de	maker
extra	making
in	over
inter	person
intra	wide
multi	wise
non	work
post	
pre	
re	
under	

Double Vowels

Except after the short prefixes *co, de, pre, pro,* and *re*, which are generally printed solid, a hyphen is used to avoid doubling a vowel or tripling a consonant (micro-organism, semi-independent, but cooperative).

Unit Modifiers

Use a hyphen to combine words to form a unit modifier immediately preceding the word modified. But omit the hyphen in a compound predicate adjective.

☒ *examples:*

hard-of-hearing students; part-time personnel; English-speaking nation; high-strung individual; low-income family

but

The effects were far reaching. He is high strung. She is well qualified. She is a highly paid employee.

Comparatives

Omit a hyphen in a two-word modifier, the first word of which is a comparative or superlative.

☒ *examples:*

better paying jobs; higher level degree but lighter-than-air craft

"ly" Words

Omit a hyphen in a two-word modifier the first word of which is an adverb ending in "ly."

☒ *examples:*

unusually long play; federally funded program

Samples of Common Compound Words

afterschool (u.m.)	mid-1990s
at-risk students	multistep
chalkboard	nongovernment

child care
cutoff
database
day-to-day (u.m.)
day care
extracurricular
first-grade students
first-grader
first-time (u.m.)
follow up (noun)
follow-up (u.m.)
free-for-all
full-time (u.m.)
homemaking
homework
in-depth (u.m.)
inservice (u.m.)
low-income (u.m.)
nonresponse
ongoing
online
out-of-school (u.m.)
part-time (u.m.)
policymaker
policymaking
postsecondary
preschool
problem-solving (u.m.)
school-based (u.m.)
socioeconomic
state-of-the-art
teenage
textbook
white-collar
woodworking
workplace

u.m.=unit modifier

Contractors

Manuscripts developed by OERI are works for hire and therefore the property of the U.S. government. If they are to be printed, Title 44 of the U.S. Code stipulates that the government must be the publisher. This ensures that public information is in the public domain, in this case through Federal Depository Libraries. You must see that printing is done through the U.S. Government Printing Office (GPO). (These restrictions do not apply to certain categories of internal or administrative printing, where distribution and numbers printed are limited.) A minimum of 100 copies meets this requirement. Once the government printing requirement is satisfied, the OERI contractor may print additional copies. However, the printing must be done with nongovernmental funds. In addition, the contractor must remove the OERI name and government mailing indicia. At this point, graphics may be changed and the document may be sold by the contractor or, indeed, by anyone, since the information is now in the public domain.

The Office of Media and Information Services strongly urges project officers to provide contractors with copies of the *Guide* to help ensure that they meet OERI's publishing requirements.

Copyrights

Any manuscripts written by U.S. government employees as part of their official duties are in the public domain and are not covered by the copyright law. Manuscripts written by contractors or grantees supported by U.S. government funds can be copyrighted with written permission from the government, provided the government's rights to use the material are protected.

Source Note

OERI authors must obtain written permission from a copyright holder to use any copyrighted material in OERI publications, videos, CD-ROMs, or Web postings. You must secure this written permission before submitting the manuscript to MIS, and you must submit a copy of the permission letter with the manuscript for transmission to GPO. Also note this permission in the manuscript, either as a footnote to the text or as a source note to the table. Sometimes the copyright holder specifies the form of reference; if not, use the following form:

National Education Association, *Status of American Public School Teachers, 1983*. (Copyright 1983: used with the permission of the National Education Association.)

Notice

In addition, every OERI publication must carry a notice pertaining to the copyright law if that publication contains copyrighted material. Use the following notice on the Back-of-Title Page of each such publication.

> The [program office name] has obtained permission from the copyright holders to reproduce certain quoted material in this report. Further reproduction of this material is prohibited without specific permission of the copyright holders. All other material contained in the report is in the public domain and may be used and reprinted without special permission; citation as to source, however, is expected.

Tip box

> You must submit a copy of any permission letter with the manuscript for transmission to GPO.

Cross-References

Cross-references guide the reader to related information and should not be used unless they are clear and informative.

Order

Cite all appendices, figures, tables, footnotes, and references consecutively in text.

Verify

Check to see that tables and figures show what the text says they show. Recheck data that cannot be verified in the report.

Lowercase

Lowercase "table," "figure," "chapter," and "appendix" when referring to them in the text, unless they begin a sentence. You may enclose the reference in parentheses at the end of the sentence in which it is first mentioned.

☒ *example:*

The greatest percentage increases were reported for 15- to 19-year-olds (table B).

Midsentence

You may also refer to a table after the first mention of its data when it does not apply to the rest of the sentence.

☒ *example:*

About 34 percent of women were able to get jobs in their fields of study in the first year after graduation (table 1), while 66 percent of male graduates got such jobs (table 2).

Section Title

When referring to another part of your report, refer to it by section title instead of by page number.

Definitions

Make sure all technical terms are clearly defined in the appendix, technical notes, glossary, or a footnote-endnote. Do this for terms used in tables as well as text.

Alphabetize the terms in the definitions section.

Errata Sheets

Program Office

On the rare occasion that an errata sheet is required, the program office responsible for the publication will prepare the errata sheet and submit it through the same clearance process as the original publication. MIS will distribute copies to recipients of the publication.

The program office should not withdraw and reprint any publication. Instead, it should insert the errata sheet in all of its copies until stock is exhausted.

MIS

If GPO sells the publication, MIS will notify GPO to discontinue sales temporarily until MIS forwards enough copies of the errata sheet to be inserted in GPO's current sales stock. MIS also will revise the original camera copy art and submit it to GPO for reprinting when and if their sales stock is depleted and a reprint is called for. However, if the printing job is so poor it seriously detracts from a publication's quality, MIS will seek a reprint at the printer's expense. Should that effort fail, MIS will apply for a discount on the original printing.

Figures

Use the term "figure," not "chart," except in *The Condition of Education*, where using "chart" is traditional.

Titles

In titles, capitalize only the first word, proper nouns, and the word following a colon.

Scale

Extend the scale at least one increment above the highest values shown (e.g., if highest value is 143, upper limit should be at least 150). If space allows, percentage figures should show 0 to 100 percent. Be consistent so that data within a report are presented to the same scale.

Scale Break

To shorten the scale, use a scale break. Always show zero.

Labels and Legends

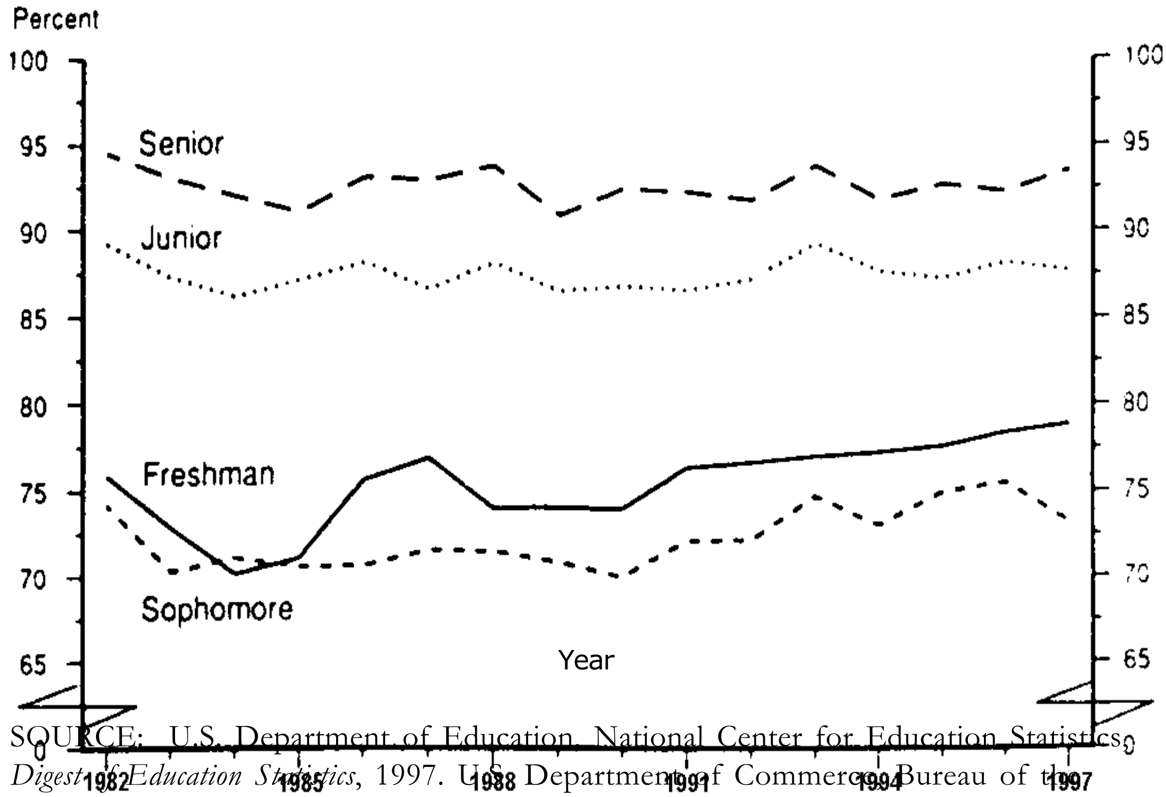
If possible, place labels within line graphs and align them one under another. If this is not possible, align them outside the graph next to the appropriate lines. Use a key, or legend, as a last resort. Avoid using more than four lines per graph.

Make text in legends horizontal. Capitalize as you would titles (see above). Box legends if boxing will help the reader.

On the horizontal (x) axis, if labels abut or overlap, remove every other one, when possible, and lengthen the tick marks for the labels left.

☒ *example:*

Figure 1.—Percent of college students 16–24 years old enrolled in the previous October and enrolled again the following October, by level: 1982–97



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1997. U.S. Department of Commerce, Bureau of the Census, *Current Population Reports, 1982–97*

Tick Marks

Place tick marks outside the axis if your computer graphics program allows.

Line Graphs

On line graphs, avoid geometric figures used on the lines to distinguish them from one another. Instead, use lines that are dotted, dashed, or of various thicknesses. Lines should be distinctive, even if they are printed in multiple colors or shades.

Pie Charts

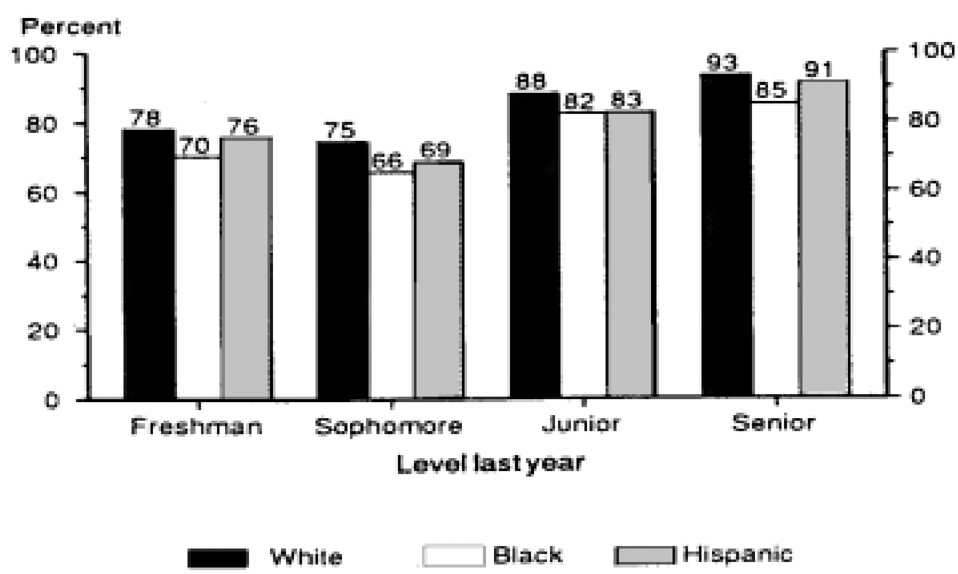
Place labels outside wedges. Avoid using more than five wedges. If you need more than five, consider another approach. Do not draw an arrow from label to wedge unless the wedge arc is smaller than the type height. Each wedge should be distinctive (e.g., striped, hatch marked, solid) even if printed in colors or shades.

Bar Charts

If a bar chart includes a key or other reference, the items identified in the key should be in the same horizontal or vertical order as the bars.

☒ *example:*

Figure 2.—Percent of college students 16–24 years old enrolled in the previous October and enrolled again the following October, by race/ethnicity and level: 1996–97 average



Footnotes and Notes

Notes serve two functions: (1) to provide comments on the main text, and (2) to serve as bibliographic references. When the information appears at the bottom of the page, notes are called footnotes; when notes appear all together at the end of the complete report they are called endnotes; and when they appear parenthetically within the main text, they are referred to as text notes. **Endnotes and text notes are preferred when the number or size of notes makes footnote placement difficult**.

See Government Printing Office Style Manual *, chapters 15 and 16, for rules and extensive examples.*

Usage and Length

Use footnotes sparingly and then only include material incidental to the discussion—for example, a source reference, a definition, or an explanation of some anomaly in the data collection.

Keep them short—no longer than three lines, if possible.

Integrate

Check closely to see if all the footnotes are necessary. Some may be integrated in the text. Those explaining the methodology of a survey may be redundant to material in the methodology section of the text.

Consolidate

Consolidate footnotes containing definitions and make them a separate appendix.

Notes

When a publication contains many footnotes, consolidate them as a separate section titled "Notes" at the end of the text. These endnotes are recommended as alternatives to footnotes in most publications of more than ten pages.

Placement

Place footnotes at the bottom of the page in which the reference appears.

Place endnotes at the end of the body of the book, or at the end of a chapter (see Numbering Style).

Place footnote and endnote numerals after the punctuation in a sentence.

☒ *example:*

While conducting the survey, researchers discovered discrepancies in the survey forms.

Numbering Style

In text use Arabic numerals for footnotes and number them consecutively. Leave no space between the numeral and the word to which it is attached, either in text. At the bottom of the page (or table) where the footnote itself is printed there is often one space between the number and the first[1] letter of the footnote.

In a long manuscript with many footnotes, begin numbering them in each new chapter with footnote 1, and place endnotes at the end of each chapter or at the end of the body, labeled by chapter.

One Footnote

If the entire report contains only one footnote, use an asterisk (*).

Superscripts

Separate two or more superscripts to the same word with commas, (e.g., [2, 3]). If you have more than two consecutive superscripts, use a hyphen (e.g., [4–6]).

Basic Footnote Styles

Below are examples of basic footnote styles.

book:	Hapswitch Wilson, *Punishment As an Educational Tool* (Montreal: Albemarle Leafnotes, 1997), 234.
journal:	Robert E. Slavin, “Cooperative Learning,” *Review of Educational Research* 50 (2) (Summer 1997): 33–42.

NOTE: For other methods of documenting references, and more examples, see References. For footnotes in tables, see Tables.

Hyphens

See Compound Words and Punctuation (Dashes and Hyphens).

Internet Terminology

This section addresses the need for maintaining consistency in usage of the developing and ever-changing language of Internet terminology. The purpose of this section is to establish and clarify rules for such language as it appears in OERI products. Because current style manuals lack established rules, OERI authors should refer to this section when using Internet terminology.

The Internet

The Internet is a collection of computer networks that connects millions of computers around the world. It contains a vast source of information that is constantly changing and expanding. Since its creation, the Internet has grown and is now used by millions of people.

The World Wide Web

The World Wide Web (the Web or WWW) provides a graphical, easy-to-navigate way of looking at documents on the Internet. You can think of the Web as a big library on the Internet. Web "sites" are like books, and Web "pages" are like specific pages in the books. A collection of Web pages is known as a Web site.

A "home page" is the starting point for a Web site. It's something like a book cover or table of contents. It is the first page of information received by a visitor.

Each Web page, including the Web site's home page, has a unique address called a Universal Resource Locator (URL). URLs are case sensitive and should be written in caps and lower case.

Spelling and Usage

The word Internet is always capitalized.

World Wide Web may be abbreviated WWW in text, and can be used interchangeably with Internet.

Web site and Web page are always spelled as two words. The word "Web" is always capitalized and the word "site" or "page" is always lowercase, except when it is used as part of a title.

☒ *examples:*

> the U.S. Department of Education Web Site
> educational Web site
>
> the U.S. Department of Education Web Page
> educational Web page

Home page is also two words and is only capitalized if it is used in part of a title.

☒ *examples:*

the U.S. Department of Education Home Page
educational home page

E-mail *always* contains a hyphen. Avoid the use of "Internet address" when referring to an e-mail address, which is a precise term. E-mail addresses are *not* case-sensitive; the recommended use is lowercase.

☒ *examples:*

jane_doe@ed.gov
bill_schott@ed.gov

CD-ROM (compact disc-read only memory)—the compact disc is always spelled with the letter "c," whereas floppy disk and zip disk are always spelled with the letter "k."

All Web sites, URLs and e-mail addresses listed in OERI publications should be highlighted if necessary for clarity.

☒ *examples:*

http://nces.ed.gov/pubsearch
http://www.ed.gov/offices/OERI
jane_doe@ed.gov

Whenever possible, refrain from using a period after an e-mail or URL address when it appears in text at the end of a sentence.

☒ *examples:*

The chart can be viewed at http://www.ed.gov/people.html
Please contact us via e-mail at blue_ribbon@ed.gov

not

The chart can be viewed at http://www.ed.gov/people.html.
Please contact us via e-mail at blue_ribbon@ed.gov.

In announcements the address should read: This product and other OERI products are available via the Internet (http://www.ed.gov/pubs).

For NCES publications: http://nces.ed.gov/pubsearch

Tip box

> Web "sites" are like books, and Web "pages" are like specific pages in the books. A collection of Web pages is known as a Web site.

Lists

In general, lists are used for emphasis when discussing key points within a publication. For the most part, each list will follow the same rules of punctuation that would apply in a sentence, except that semicolons rather than commas often are used to separate items.

Numbered

Do not number items in lists unless those numbers are referred to later in the text or are present to establish a sequence. If used, however, numbers in lists should be followed by a period and a space.

☒ *example:*

When organizing the steps involved in deciding what type of lists you want in your publication, you should do the following in order:

1. Write the series of items as one or more sentences, then divide the material into a list.

2. Determine the type of punctuation needed for fragments or complete sentences.

3. Place a reasonably sized bullet *in front of each item, avoid the use of stars, asterisks, or other distracting symbols.*

4. Review the list, making sure that the items are parallel in construction.

Bulleted

In most cases, use bullets in lists, following the rules of punctuation for a sentence.

Bulleted lists are used to organize thoughts, to give the eye a break, and to highlight salient points.

☒ *example:*

Bulleted lists are used

- to organize thoughts;
- to give the eye a break; and
- to highlight salient points.

Test Questions

In a publication that includes multiple-choice test questions, listed items are numbered or lettered, fragments are not punctuated, and sentences include periods.

☒ *example:*

What is the capital of the United States?

1. Montana

2. Washington, DC

3. Cleveland

4. Moscow

General Rules

Note that certain other rules apply, as follows:

- Use a colon only when the phrase introduces a list of complete sentences or with “as follows” or “following,” as shown in the general rule example.

- Do not use a colon when the introducing phrase is a fragment or an incomplete thought, as in the bulleted example.

- If the items form a list of fragments, as in the bulleted example, they are lower case; they are punctuated with semicolons; the next to the last item ends with an “and”; and the final item ends with a period, just as a sentence would.

- If, on the other hand, each item forms a complete sentence, as in this example, each begins with a capital letter and ends with a period.

Numbers and Rounding

Numbers are covered in detail in the Government Printing Office Style Manual *, chapter 12, which includes rules and examples on the treatment of numbers in text. Generally, use the following as a guide:*

Measurements

Use numbers for units of time, distance, or measurement.

☒ *examples:*

10:00 a.m.; 5 miles; 12 months; 9 days; 3 credit hours; 8 percent; 6-year study

Groupings

Spell out numbers less than 10. Use Arabic numbers for all numerals in a series in which any of the numbers is 10 or greater, except for ordinal numbers.

☒ *examples:*

Two, four, six, and eight are written out.
In a sentence containing 9, 10, 11, and 12, those numbers are expressed in Arabic numbers.
This does not apply to the phrase: there are nine 12th grades.

Sentence Beginnings

Write out numbers and years beginning sentences, or recast the sentence.

☒ *examples:*

Twelve people attended the meeting.
Two sophomores, 3 juniors, and 12 seniors responded to the survey.
The year 1997 was a watershed in Europe.

Millions and Billions

Write out "million" and "billion," but keep the number.

☒ *examples:*

More than 278 million people live in the United States.
The project cost $4.5 billion.

Decades

Write out abbreviated decade references, such as the nineties (not the ’90s or the 90’s); do not use an apostrophe in the 1990s.

☒ *examples:*

The 1990s were a time of change.
During the eighties, we changed with the times.

Other Examples

$3 million
Two sophomores, 3 juniors, and 12 seniors attended the prom.
Two sophomores and three juniors attended the prom.
The survey covered 1st-grade students through 12th-grade students.
2 feet
1 month, 9 days
3 credit hours
8 percent
6-year study
17-year-old(s)
nine students
four courses
three pages
first grade
14 ninth-graders

Rounding

Rounding is covered in detail in *Guidelines for Tabular Presentations* (a copy is available from NCES Chief Statistician upon request). Generally, use the following as a guide.

In Text

In general, round percentages to no more than one decimal place; fine differences may require a finer breakdown. Also see section on table style pages 79-81.

☒ *example:*

While 24.5 percent of the population fits into a particular category, a further division into subcategories results in two equal groups at 12.25 percent each.

Lists of percentages rounded to whole numbers should be qualified. Whole number percentages as whole numbers with a zero following the decimal point.

☒ *examples:*

If 24.5 percent is exact, this amount can be nearly or approximately 25 percent.
A figure that is exactly 24 percent should be listed in text as 24.0 percent.

Round four- and five-digit numbers to hundreds.

☒ *examples:*

1,255 is rounded to 1,300
56,789 is rounded to 56,800

Round six-digit numbers to thousands.

☒ *example:*

156,789 is rounded to 157,000

Round millions and billions to one decimal place.

☒ *examples:*

1,234,567 is rounded to 1.2 million
1,912,345,678 is rounded to 1.9 billion

In Summary Tables

Round percentages to one decimal place.

Round four- and five-digit numbers to hundreds.

☒ *example:*

24.299 percent is 24.3 percent

Round six-digit numbers, and over, to thousands.

☒ *example:*

912,345,678 is rounded to 912,346 (in thousands)

In Reference and Methodological Tables

Round percentages to no more than two decimal places, except in certain methodological tables, where other breakdowns may be necessary.

☒ *example:*

12.5634 percent is rounded to 12.56 percent

NOTE: Do not round other numbers

Punctuation

Punctuation is used to provide clarity and smooth transition in printed reports. *See* Government Printing Office Style Manual *, chapter 8, for rules and examples on the treatment of punctuation in text.*

Addresses (Internet and E-mail)

In electronic addresses on the Internet, list the entire address on a single line, if possible. Break after slashes and punctuation; never break addresses at hyphens; and never introduce hyphens into addresses. Refrain from using periods at the end of Internet and e-mail addresses. Highlight addresses when necessary for clarity. Also see Internet Terminology, page 54.

☒ *examples:*

Internet—http://nces.ed.gov
E-mail—john_doe@ed.gov

Addresses (Postal)

In postal addresses, omit the comma preceding NW and its counterparts. Note that these directionals take no punctuation, nor do postal abbreviations of states. Use en-dashes in zip codes, as well as phone numbers.

☒ *examples:*

555 New Jersey Avenue NW
Washington, DC 20208–5726

(202) 219–1111 or 202–219–1111

Apostrophe

Omit the apostrophe in plurals for dates (1990s) or abbreviations (ABCs), except when it adds clarity (A's and B's). Write out references to the eighties; do not use the 80s or the 80's.

Comma

Use a final (serial) comma preceding "and" in a series.

☒ *example:*

students, teachers, and administrators

See also Quotation Marks for comma placement.

Dashes and Hyphens

There are several types of dashes, differing in length and each with its own uses.

Em-dash

In printed publications, an em-dash (—) is used in place of two hyphens (--), but with no spaces between words, to provide a pause in the copy. In some cases, an em-dash should be used to replace a parenthetical statement. Do not use em-dashes where commas will suffice. Em-dashes are available in most word processing software.

☒ *example:*

Enrollment rises—expected early in the decade—never occurred.

not

Enrollment rises (expected early in the decade) never occurred.

En-dash

An en-dash (–) is used in place of "through" in dates, ages, and times, but should only be used in the shorthand form, as shown below. En-dashes are available in most word processing software.

☒ *examples:*

My high school years, 1994–97, were interesting times.
My high school years, from 1994 through 1997, were interesting times.
During the years 1994 through 1997, I went to high school.
The ages 6 years through 74 years would be changed to read "6–74 years," or "aged 6–74 years."

not

During 1990–1997 or from 1990–1997, I went to high school.

En-dashes are also used in zip codes and phone numbers.

☒ *examples:*

202–219–1111
20208–5570

Hyphens

The most frequent use of hyphens is to connect elements of compound words, particularly if those words are used as unit modifiers (u.m.).

☒ *examples:*

12-year-old students
12-year-olds
12 years old
12- through 24-year-old students (not 12-24-year-old)
2- but less-than-4-year institutions
4-year-and-above institutions
post-master's certificate
8th-grader
multiple-choice (u.m.)
two-thirds

Hyphens are also needed for compound words when one or both words cannot stand alone. Do not hyphenate elementary level, secondary level, or school level.

See Compound Words for use of hyphens to form compounds.

Quotation Marks

Set commas and final periods inside quotation marks; set other punctuation marks out side quotation marks.

☒ *examples:*

After the word "treaty," insert a comma.
The check was endorsed "John Adamson."
Why call it a "gentlemen's agreement"?

While it may be tempting to use "quotation marks" as a form of "emphasis," "over use" can be "very" distracting to the reader. Placement of special emphasis—used sparingly—can be accomplished using em-dashes or *italicized words*. Words should *not* be underlined, made all caps, or bold faced in text. In headlines, bold facing is encouraged, but all caps or underlining are not used.

Slash

Use the slash (or solidus) as a substitute for "per" and in fractions or to indicate alternatives/alternative word forms.

☒ *example:*

pupil/teacher ratio
race/ethnicity

Avoid using "and/or." Use either "and" or "or," or recast the sentence.

☒ *example:*

Such organizations offer services designed to meet the needs of children, their parents, or both.

Race and Ethnicity

In October 1997, the Office of Management and Budget issued new standards specifying the minimum racial and ethnic designations all U.S. agencies must use when collecting and presenting data. (NCES has incorporated these designations into its standards.) The principal changes are: the ability to report more than one race; and the split of the category "Asian or Pacific Islanders" into two categories, "Asian" and "Native Hawaiian or Other Pacific Islanders." The new standards will be used by the Bureau of Census in the 2000 decennial census, while all federal agencies should adopt the standards as soon as possible, but no later than January 1, 2003. NCES is implementing the changes as appropriate for the timing of individual surveys. So the implementation process will be gradual.

As NCES adopts the new classifications in its surveys, the publications derived from those surveys will note that the new categories are being used.

In the interim, publications using the old categories should continue to follow the following conventions:

- American Indian or Alaska Native—includes persons having origins in any of the original peoples of North and South America (including Central America) who maintain cultural identification through tribal affiliation or community recognition.

- Asian or Pacific Islander—includes persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, Hawaii, and Samoa.

- Black—includes persons having origins in any of the black racial groups of Africa.

- Hispanic—includes persons of Mexican, Puerto Rican, Cuban, Central or South America or other Spanish culture or origin, regardless of race.

- White—includes persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Race Distinctions

The terms "nonwhite" and "color" are not acceptable as racial/ethnic designations presented in OERI data. Instead, use "black and other races" and "all other races" as collective descriptions of minority races when you must make the most summary distinction between the majority and minority races.

Use "white," "black," and "all other races" when distinguishing between the majority race, the principal minority race, and other races.

In tables

Include the variable race in the title and stubhead or boxhead of tables. At a minimum, designate a total as "all races" or "total" and the categories "white" and "black." Acceptable alternatives follow. These examples are meant to be illustrative rather than restrictive. For example, footnote on "All other" may or may not be used.

☒ *examples:*

Total

White

Black
All other*
*Includes other races not shown as separate categories.

Total*
Black
White
*Includes other races not shown as separate categories.

All races
Black
White
(you would continue to list the various races—no particular order)

NOTE: The racial designations "white" and "black" are not proper nouns, so do not capitalize them, except in normal use (e.g., beginning of a sentence).

Ethnicity-Hispanic

Statistical data collections that include a question on race may also include a question to determine, at a minimum, whether an individual is of Hispanic origin.

The minimum details on ethnic background you must present in tables include "total," "Hispanic," and "non-Hispanic." Organize more detailed groups in such a way that they can be aggregated into either Hispanic or non-Hispanic.

When only showing Hispanic origin, call the variable "Hispanic" and mention it in the stubhead and table titles.

As a measure of the two chief minorities in the United States, "Hispanics" are often included with data on "blacks" and "whites." In this usage, add a note stating that Hispanics may be of any race, alerting the reader to potential overlap in the data.

Less frequently, you might need to break these categories into a different racial/ethnic set, that is "white, Hispanic," "white, non-Hispanic," "black, Hispanic," and "black, non-Hispanic."

☒ *examples:*

Hispanic origin

Total
Hispanic

Non-Hispanic

Specified Hispanic origin

Total
Hispanic
Mexican American
Cuban
Puerto Rican
Other
Non-Hispanic

Other Origins

When showing additional origins (for example, English, German, and French) use "Ethnic origin" and include it in the table and its title.

☒ *example:*

Total
English
French
German
Hispanic
Italian
All other

References

Properly document all papers, reports, and other works to be published through MIS with notes and references.

You may choose one of two styles of documentation for notes and the appropriate companion bibliographic style. The two styles are: "Author-Date" (commonly referred to as APA style) and "Full Reference" (the longer, more traditional style, commonly associated with footnotes or endnotes).

You need not follow the punctuation and placement of items recommended here. However, whichever punctuation and placement you choose, use them consistently throughout your references.

With some variations, the following standards for referencing material are taken from The Chicago Manual of Style *, chapter 16.*

Author-Date Method

In Text

Place authors' names and publication dates in the text, in parentheses, and no punctuation is used between them. Key them to a list of works cited at the end of the book or article.

☒ *examples:*

one author—(Duncan 1997)

with page reference—(Duncan 1997, 74)

more than one author—(Duncan and Phyfe 1997)

Tip box

Whichever punctuation and placement you choose, use them consistently throughout your references.

more than three authors—(Duncan et al. 1997)

government or corporate agency—(U.S. Department of Education 1997)

two or more references given together—(Kolstad and Owings 1997; Kopka 1996; The Institute for Educational Leadership 1997)

source not in a reference list, such as a personal letter or interview—(Bill Joyner—telephone interview, 1 April 1997)

or

Bill Joyner verified the information about his school in a telephone interview.

Bibliography for Author-Date Method

When you use the author-date method, arrange references in one alphabetical list (according to author's last name).

☒ *examples:*

book—Carnavale, A., Goldstein, H. 1997. *Employee Training: Its Changing Role and an Analysis of New Data.* Washington, DC: American Society for Training and Development.

article—Duncan, A.B., Jr. Spring 1997. "A Firm Foot in High School." *The Public Interest.*

institutional or corporate author (author is also publisher)—U.S. Department of Education. Office of Educational Research and Improvement. National Center for Education Statistics. 1997. *The Condition of Education: Postsecondary Education, 1997.* Ed. J. Stern and M.O. Chandler. Washington, DC.

U.S. Department of Education, Office of Educational Research and Improvement. National Institute on Early Childhood Development and Education. 1997. *Including Your Child.* S. Gruskin and K. Silverman. Washington, DC.

Full-Reference Method

This reference system involves using footnotes and a bibliography. The information in both would be identical, so using a bibliography is necessary only if you use sources not cited in the text. However, such a composite list can help a reader locate the source quickly.

Below are examples of full references used in this method.

Footnotes—government sources method

book—U.S. Department of Education, National Center for Education Statis tics, *Digest of Education Statistics*, 1997 (Washington, DC: 1997), 103. [In this and most of the following examples, the author and publisher are the government.]

journal—U.S. Department of Education, A. Stafford Metz, "Bachelor's Degrees in the Marketplace," *American Education* 17 (7) (August/September 1997): 27–30. [Volume is 17; number is 7.]

journal (by two authors)—U.S. Department of Education, Nancy B. Dearman and Valena White Plisko, "Test Scores and Attainment Rates," *American*

Education 17 (7) (August/September 1997): 15–20.

series—U.S. Department of Commerce, Bureau of Census, "Population Profile of the United States, 1997," *Current Population Reports*, Series P–20, no. 363, (Washington, DC: 1997), 11.

unpublished material—Renault P. Truegrin, "Why Kids Stay in School" (paper presented at the annual meeting of the American Education Research Association, Los Angeles, April 12, 1997).

U.S. Department of Education, National Center for Education Statistics, High School and Beyond study, unpublished tabulations, October 1997.

report being prepared—U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1997, (Washington, DC), forthcoming.

repeated footnote [repeated several footnotes later]—American Education, "Marketplace," 29.

repeated footnote [repeated in next footnote]—Ibid., 38.

Footnotes—nongovernment sources method

book—Hapswitch Wilson, *Punishment As an Educational Tool* (Montreal: Albemarle Leafnotes, 1997), 234.

book (by editor, compiler, or translator)—Hapswitch Wilson, ed., *Discipline and Schooling* (Montreal: Albemarle Leafnotes, 1997), 132.

John Dewey, *Essays and Papers*, ed. R.P. Truegrin and Hapswitch Wilson (Toronto: University of Toronto Press, 1997), 216.

edition—Hapswitch Wilson, *Punishment As an Educational Tool*, 2nd ed. (Montreal: Albemarle Leafnotes, 1997), 171.

part of book—Renault P. Truegrin, "Freedom in the Classroom," in *Thinkers in Education*, ed. Harvey L. Rentwhistle and Hapswitch Wilson (Montreal: Albemarle Leafnotes, 1997): 145.

unpublished material—Richard W. Rumberger, "Why Kids Drop Out of School" (paper presented at the annual meeting of the American Educational Research Association, Los Angeles, 12 April 1997), 3.

Hapswitch Wilson, "Duty and Education in High School." (Ph.D. dissertation, Albemarle University, 1997), 21–23.

informal material—American Council for Education: Personal communication with the author. Washington, DC, May 19, 1997.

repeated footnote [repeated several footnotes later]—Slavin, "Cooperative Learning," 37.

repeated footnote [repeated in next footnote]—Ibid., 38.

Bibliography for Full-Reference Method

Information in bibliographic items is identical to that in footnotes (for full-reference items), with three variations:

1. Place the author's last name first. Doing this allows you to arrange the bibliography in alphabetical order.

2. Use a period after the author's name and the book or article title.

3. Drop the parentheses and, for a book, page numbers.

☒ *examples:*

footnote—Hapswitch Wilson, *Punishment As an Educational Tool* (Montreal: Albemarle Leafnotes, 1997), 234.

bibliography—Wilson, Hapswitch. *Punishment As an Educational Tool.* Montreal: Albemarle Leafnotes, 1997.

Here are some other examples of full-reference bibliographic items.

book (author is also publisher)—U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 1997*. Washington, DC: 1997.

book (by editor, compiler, or translator)—Wilson, Hapswitch, ed. *Discipline and Schooling*. Montreal: Albemarle Leafnotes, 1997.

Dewey, John. *Essays and Papers*. Ed. Renault P. Truegrin and Hapswitch Wilson. Toronto: University of Toronto Press, 1997.

edition—Wilson, Hapswitch. *Punishment As an Educational Tool*. 2nd ed. Montreal: Albemarle Leafnotes, 1997.

part of book—Truegrin, Renault P. "Freedom in the Classroom," in *Thinkers in Education*. Ed. Harvey L. Rentwhistle and Hapswitch Wilson. Montreal: Albemarle Leafnotes, 1997.

journal—Slavin, Robert E. "Cooperative Learning." *Review of Educational Research* 50 (2) (Summer 1997): 33–42.

Survey Titles

Published Material

Capitalize the title of major surveys, but do not put quotes around them. When citing the major survey and one of its subsurveys, capitalize both, but only put quotes around the subsurvey. In source notes for tables and figures, always cite the major survey first.

☒ *examples:*

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment, 1997" survey.

U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1997, "Second Follow-up, Parent Survey, 1997."

U.S. Department of Education, National Center for Education Statistics, 1996–97 National Postsecondary Student Aid Study (NPSAS:97), Data Analysis System.

U.S. Department of Education, National Center for Education Statistics, International Assessment of Educational Progress, by Educational Testing Service.

Unpublished Material

Unpublished material, when quoted, should be labeled as such, including a description of where and when the material was generated.

☒ *example:*

SOURCE: U.S. Department of Education, Office of Educational Research and Improvement. Follow-up discussion group with representatives of national education associations: February 13, 1997, unpublished.

Tables

A good deal of material can fit into a compact space when you present it in the form of a table. Tables should be used to help the reader locate specific information faster than if the same information were presented in the text.

An OERI report may contain as many as three different types of tables. Listed below are examples of the different tables.

Summary tables—Summary tables present detailed, selected data and require titles (including table numbers if you use more than one such table). You can disperse summary tables through the text or batch them after the text before the appendix.

Reference tables—Reference tables are the most detailed tables containing actual survey data. They normally form a separate section at the end of the text or in the appendix. When you integrate data with standard errors in these tables, place them in the appendix.

Methodological tables—Methodological tables contain standard errors or confidence intervals for data in a report. Place these tables in the appendix.

(To learn the level of precision required in each type of table, see the section on Rounding.)

Using More Than One Type

A report may include all types of tables. But be careful not to choose them all if they present the same data. Such practice is not only redundant, but also costs extra review and production time and extra expense.

If instead of summary tables you choose to present reference tables, you may place them where you normally would place summary tables.

If a table comprises more than two pages, avoid integrating it with the text.

Refer Sequentially

When you disperse tables throughout the text, refer to each of them in your narrative. *Refer to tables sequentially*. You need not refer to appendix tables.

Do Not Mix Data

Do not mix different measurements of data (e.g., percentages and amounts) in the same column. Try to rearrange the table so that percentages fall in one column, amounts in another, percentage changes in a third, and so on. Keeping such data discrete makes them easier to use.

Constant Dollars

In tables displaying dollar amounts over time, indicate if the amounts are constant dollars.

Give the base year. "In constant 1997 dollars," *not* "adjusted for inflation."

Dollars

Place dollar signs only in the first row.

Zero Before Decimal

In percentage tables with values under 1, place a zero before the decimal only in the first row of data. Some software programs put the zero in every row.

May Not Add to Totals

If rows and columns do not add to the totals presented, add as a general note, if it applies.

☒ *examples:*

With numbers:
NOTE: Because of rounding, detail may not add to totals.

With percentages:
NOTE: Percentages may not sum to 100 due to rounding.

Symbols

Fill data cells

In tables, fill empty data cells or data elements with symbols and footnote them. Do not use NA or NR.

Recommended symbols—

—	too few cases for reliable estimate
*	statistical significance
†	not applicable, not available
#	not reported
!	interpret with caution
††	less than 0.5 percent

When you use # or any other characters to occupy empty data cells, place them in parentheses and right-justify.

(For other questions on footnotes in tables, see Tables.)

Formulas

In formulas, use a lowercase for the times sign.

Service Schools

Include U.S. Service Schools in NCES postsecondary education table stubs. If this data element is omitted, a footnote is required.

Outlying Areas

If you use data from the outlying areas in tables, *do not* include them in totals for the 50 states and the District of Columbia. Insert a line below the last state's entries to separate state and area data. Lowercase "areas" and list all six areas, whether or not you received data from all six. (See Abbreviations for approved abbreviations of outlying areas.)

Tables on Computer Disk

Use numeral 1 for the number 1, not a lowercase letter l, regardless of the program you use.

Use tabs or indents to set columns, not the space bar.

Use no automatic headers, footers, or page numbering, no underlines, and no other special formatting commands.

Quick reference guide

The following is a quick reference guide to table style. Most statistical tables can be formatted using this guide. For a more detailed discussion on table formatting, contact the Office of the Chief Statistician, NCES.

NOTE: Most of the style conventions used in the tables section are from *Guidelines for Tabular Presentation*, revisions forthcoming 1999. The guide was developed from Bureau of Census and U.S. Government Printing Office standards still in use. The standards have been modified slightly to reflect new needs and changes in the technical capabilities of present-day computers and typesetters.

Table 1.—Extend the first line the full width of the table and begin second and subsequent lines under first word of the title. End without a period

See footnotes at end of table. (Include this statement as a cross-reference when you have multipage tables with footnotes. Place a full-width bottom line only at the table's end to separate the table from the footnotes, but only on the last page.)

NOTE: Authors may center stub and column heads if they wish. Computer programs better accommodate using them flush right or left, but doing so is not required. Whichever approach you use, use it consistently throughout your manuscript.

Table 1.—Repeat title on second and continuing table pages. Indicate table is continued with an em-dash and the capitalized word—Continued

[Body of table goes here]

1

† This symbol means not applicable or not available. Do not use NA or NR for "not

(Center general qualifier here [e.g., Amounts in thousands])

Flush stub head left	Flush column head right	Center spanner		
		Flush column right	Center spanner	
			Flush column head right	Flush column head right
Center spanner over field of table				
Grand total[2]	$145,000	$69,000	$43,000	$33,000
Major group[3]	43,000	21,000	10,000	12,000
Minor group[4]	13,000	8,000	([5])	5,000
Minor group	10,000	3,000	4,000	[6]3,000
Minor group	11,000	(*)	2,000	9,000
Major group . . .[7]	48,000	30,000	18,000	[8]0

Table 1.—Extend the first line the full width of the table and begin second and subsequent lines under first word of the title—Continued

(Center general qualifier here [e.g., Amounts in thousands])				
		Center spanner		
			Center spanner	
Flush stub head left	Flush column head right	Flush column right	Flush column head right	Flush column head right
Center spanner over field of table				
Minor group	9,000	2,000	3,000	4,000
Minor group	11,000	5,000	6,000	—

applicable" or "not reported." Symboled footnotes precede numbered ones at the bottom of a table. Bring all lines of a footnote flush left.

* Do not use numbered footnotes if you only have one. Use an asterisk.

Capitalize only the first word, proper nouns, and the word following the colon. Place a comma before major qualifiers beginning with "by." Qualifiers of items in columns go before those items in the stub. Place the data year, when available, after the colon. Avoid footnoting a title (use a general note instead).

Place grand totals at the top. Indent three spaces if you have only one more level; indent five spaces if you have two or more additional levels.

Begin major group or subtotal at left margin. Indent continuation lines three spaces.

Indent third level groups two spaces, the next group four spaces, and so on.

Leave no table cells blank. Footnote them and place footnote in parentheses (except a dash) flush right.

In the field of a table, place footnotes to the left of a number; in the heads and stub,
1 place them to the right.

Use leaders (a line of periods) only when a wide space divides the stub and column one.

2 To place zero in a cell, the measure must actually be zero. If your computer software permits, express zero as 0, not 0.0, whether it is in a number or a percent column.

3 NOTE: General notes follow footnotes and precede source note. Bring flush left all continuation lines for notes and sources.
4

SOURCE: Agency name, bureau name, major survey title (or publication title),
5 subsurvey title (in quotes), year of survey or publication. For unpublished data, use the month and year of the tabulation or tape file. For up to three years, use each year.

6 For more than three continuous years, use the year span. For more than three noncontinuous years, use "selected years" and the year span. Use a semicolon to separate several sources from the same agency. Use a period to separate agencies.
7

Titles

8

See Survey Title; Tables; or Figures.

Word Usage

Correct usage can enhance the readability, credibility, and clarity of OERI products. Some examples follow:

Between, Among

In general, when two persons or things are involved, it is between them. When more than two are involved, it is among them.

Comprise

Do not use "comprised of." Use one of the following forms:

☒ *examples:*

The United States comprises 50 states.
The United States is composed of 50 states.
Fifty states make up the United States.

Contractions

Do not use contractions.

Data

The word "data" always takes a plural verb.

Degrees

Use "doctor's" "master's" "bachelor's" and "associate's" when referring to academic degrees in tables, figures, and text heads.

Do not use "doctoral" and baccalaureate" in these instances. To allow for variety of expression in the text, however, both uses are proper.

First Person

Avoid using "I"; avoid using "we" when referring to OERI offices or authors (except in acknowledgments and forewords).

He or She

Avoid using "he or she" when possible. Instead, use plural nouns and then plural pronouns for reference. For example, instead of "the teacher and her students," write "teachers and their students." Where this is not appropriate, use "he or she."

i.e., e.g.,

In text, always place e.g. and i.e. and the accompanying phrase in parentheses. A comma follows both (i.e., means "that is" and is used to clarify by providing an alternative explanation), however, (e.g., means "for example" and clarifies by citing specific examples).

Percentage, Percent

In text, use “percentage” (not “percent”) in such forms as: “a small percentage of the class . . .” Use “percent” in text when associated with numbers, as in “12 percent of the class. . .” Spell out “percent” in text, tables, and all figures except pie charts, unless space limits you to using %.

Sex

Use “sex,” not “gender.”

Word Forms

Use shortened forms for words with variant spelling; for example, totaled, leveled, toward, catalog, and acknowledgments.

Who and Whom

Who refers to persons, that refers to objects, as:
A person who lives, not a person that lives.

Use whom if the person is the object of the sentence, as:
A person whom I know.

Year Spans

Express years in text or titles in the following ways:

1997 [calendar year]

1996–97 or 1996 through 1997 [span of calendar years]

1996 and 1997 [two distinct calendar years]

Fall of 1997 [specific point in year]

Fiscal year 1997

Fiscal years 1996–97 or Fiscal years 1996 through 1997

Academic year 1996–97 [same for school year]

Academic years 1990–91 through 1996–97

Use en-dashes instead of hyphens between years.

In the body of tables, use "school year ending" as a stub or column head. You then can use single (i.e., nondashed) years under such a head.

In text, "academic year," "fiscal year," and "school year" should be lowercase the first time you use them. From then on, for fiscal year, use FY and space before the appropriate year, dropping the 19 (i.e., FY 97). Do the same for academic year (i.e., AY 97) or school year (i.e., SY 97) if you decide to use those abbreviations.

Appendix A: A Sample List of Abbreviations

Appendix A: A Sample List of Abbreviations

AAAS	American Association for the Advancement of Science
AAC	Association of American Colleges
AACD	American Association for Counseling and Development
AACC	American Association of Community Colleges
AACTE	American Association of Colleges for Teacher Education

AACU	Association of American Colleges and Universities
AAHE	American Association for Higher Education
AAPT	American Association of Physics Teachers
AASA	American Association of School Administrators
AASCU	American Association of State Colleges and Universities
AAU	Association of American Universities
ACE	American Council on Education
ACES	Advisory Council on Education Statistics
ACT	American College Testing Program

AEL	Appalachia Educational Laboratory
AERA	American Educational Research Association
AETS	Association for the Education of Teachers in Science
AECT	Association for Educational Communications and Technology
AFT	American Federation of Teachers
AGBUC	Association of Governing Boards of Universities and Colleges
ALA	American Library Association
ALS	Academic Library Survey
AMS	American Mathematical Society
a.p.	advanced placement
ASA	American Statistical Association
ASCD	Association for Supervision and Curriculum Development
ASTC	Association for Science-Technology Centers
ATRISK	National Institute on the Education of At-Risk Students
AVA	American Vocational Association
B&B	Baccalaureate & Beyond
BPS	Beginning Postsecondary Students
BRT	Business Roundtable
CAPE	Council for American Private Education
CBE	Council for Basic Education
CCA	Career College Association
CCD	Common Core of Data
CCSSO	Council of Chief State School Officers
CDN	closing date notice
CEC	Council for Exceptional Children
CEDaR	Council for Educational Development and Research
CEIS	Committee on Evaluation and Information Systems
CELA	National Research and Development Center on English Learning and Achievement
CGCS	Council of Great City Schools
CIERA	Center for the Improvement of Early Reading Achievement
COSLA	Chief Officers of State Library Agencies
CP	Capitol Place
CPB	Corporation for Public Broadcasting
CPRE	Consortium for Policy Research in Education
CPS	Current Population Survey
CREDE	Center for Research on Education, Diversity and Excellence
CREMS	Center for Research on Elementary and Middle Schools
CRESPAR	Center for Research on the Education of Students Placed At-Risk
CRESST	Center for Research on Evaluation, Standards, and Student Testing
CRS	Congressional Research Service
CSG	Council of State Governments
CTP	Center for the Study of Teaching and Policy
DAS	Data Analysis System

DOVE	Data on Vocational Education
ECI	National Institute on Early Childhood Development and Education
ECS	Education Commission of the States
ELC	Education Leaders Consortium
ENC	Eisenhower National Clearinghouse
ERIC	Educational Resources Information Center
ETS	Educational Testing Service
EWA	Education Writers Association
FCCSET	Federal Coordinating Council for Science, Engineering and Technology
FCSM	Federal Committee on Statistical Methodology
FICE	Federal Interagency Committee on Education
FRSS	Fast Response Survey System
FSCS	Federal State Cooperative System
FTE	full-time-equivalent
FWL	Far West Laboratory for Educational Research and Development
GAO	General Accounting Office
GEPA	General Education Provisions Act
GFI	National Institute on Educational Governance, Finance, Policymaking, and Management
GRE	Graduate Record Examinations
HBCUs	Historically Black Colleges and Universities
HEGIS	Higher Education General Information Survey
HS&B	High School and Beyond
IAEP	International Assessment of Education Progress
IALS	International Adult Literacy Survey
IEA	International Association for Evaluation of Educational Achievement
IEAP	International Assessment of Educational Progress
IEL	Institute for Educational Leadership
IPEDS	Integrated Postsecondary Education Data System
IRA	International Reading Association
JFF	Jobs for the Future
LAB	Northeast and Islands Laboratory at Brown University
LAN	local area network
LEA	local education agency
LEAD	Leadership in Educational Administration Development
LEF	local education fund
LSS	Mid-Atlantic Laboratory for Student Success
McREL	Mid-continent Regional Educational Laboratory
MIS	Media and Information Services
NAB	National Alliance of Business
NABE	National Association for Bilingual Education
NABSE	National Alliance of Black School Educators
NACAC	National Association of College Admission Counselors
NACCAS	National Accrediting Commission of Cosmetology Arts and Sciences

NACME	National Advisory Council on Minorities in Engineering
NACUBO	National Association of College and University Business Officers
NACWEP	National Advisory Council on Women's Educational Programs
NAEP	National Assessment of Educational Progress
NAESP	National Association of Elementary School Principals
NAEYC	National Association for the Education of Young Children
NAGB	National Assessment Governing Board
NAICU	National Association of Independent Colleges and Universities
NAIS	National Association of Independent Schools
NALS	National Adult Literacy Survey
NAPE	National Association of Partners in Education
NARE	National Alliance for Restructuring Education
NARST	National Association for Research and Science Teaching
NAS	National Academy of Sciences
NASBE	National Association of State Boards of Education
NASDC	New American Schools Development Corporation
NASDSE	National Association of State Directors of Special Education
NASSP	National Association of Secondary School Principals
NCATE	National Council for the Accreditation of Teacher Education
NCEA	National Catholic Educational Association
NCEDL	National Center for Early Development and Learning
NCEE	National Commission on Excellence in Education
NCEOA	National Council of Educational Opportunity Associations
NCERI	National Council on Education Research and Improvement
NCES	National Center for Education Statistics
NCEST	National Council on Education Standards and Testing
NCHEMS	National Center for Higher Education Management Systems
NCISLA	National Center for Improving Student Learning and Achievement in Mathematics and Science
NCLIS	National Commission on Libraries and Information Science
NCPI	National Center for Postsecondary Improvement
NCPT	National Congress of Parents and Teachers
NCREL	North Central Regional Educational Laboratory
NCRVE	National Center for Research in Vocational Education
NCSALL	National Center for the Study of Adult Learning and Literacy
NCSL	National Conference of State Legislatures
NCSS	National Council for the Social Studies
NCTE	National Council of Teachers of English
NCTM	National Council of Teachers of Mathematics
NDA	National Dissemination Association
NDN	National Diffusion Network
NEA	National Education Association
NECTL	National Education Commission on Time and Learning
NEGP	National Education Goals Panel

NELS:88	National Education Longitudinal Study of 1988
NFP	notice of final priorities
NGA	National Governor's Association
NHES	National Household Education Survey
NLE	National Library of Education
NLS-72	National Longitudinal Study of the High School Class of 1972
NMSA	National Middle School Association
NOICC	National Occupational Information Coordinating Committee
NPSAS	National Postsecondary Student Aid Study
NRC	National Research Council
NRC/GT	National Research Center on the Gifted and Talented
NSBA	National School Boards Association
NSF	National Science Foundation
NSOPF	National Study of Postsecondary Faculty
NSTA	National Science Teachers Association
NWREL	Northwest Regional Educational Laboratory
OAS	Office of the Assistant Secretary
OBEMLA	Office of Bilingual Education and Minority Languages Affairs
OCLC	Online Computer Library Center
OCR	Office for Civil Rights
OECD	Organization for Economic Cooperation and Development
OERI	Office of Educational Research and Improvement
ORAD	Office of Reform Assistance and Dissemination
OSERS	Office of Special Education and Rehabilitative Services
PEQIS	Postsecondary Education Quick Information System
PLLI	National Institute on Postsecondary Education, Libraries, and Lifelong Learning
PLS	Public Library Survey
PREL	Pacific Region Educational Laboratory
PSS	Private School Study
RCG	Recent College Graduates Study
RLIN	Research Libraries Information Network
RREC	Reading Research and Education Center
RSB	Research for Better Schools
SAI	National Institute on Student Achievement, Curriculum, and Assessment
SASS	Schools and Staffing Survey
SAT	Scholastic Assessment Test
SBIR	Small Business Innovation Research Program
SDDB	School District Data Book
SEA	state education agency
SEDL	Southwest Educational Development Laboratory
SEIL	Southeastern Educational Improvement Laboratory
SERVE	Southeastern Regional Vision for Education
SHEEO	State Higher Educational Executive Officers

SIPP	Survey of Income Program Participation
SOICCs	State Occupational Information Coordinating Committees
STDS	Survey of Teacher Demand and Shortage
STW	school-to-work
TESOL	Teachers of English to Speakers of Other Languages
TFS	Teacher Follow-up Survey
TIMSS	Third International Mathematics and Science Study

Appendix B: Where To Find Us

Media and Information Services

Office of the Director

Cynthia Dorfman, Director
Room 202
219–1892

Publications Division

Wilma Greene, Director
Room 214
219–1968

Outreach and Customer Service Division

Barbara Vespucci, Director
Room 202
219–2013